

UNT College of Education

Teacher Residency Program Handbook

Fall 2024- Spring 2025



"In every neighborhood, all across our country, there are good people insisting on a good start for the young and doing something about it."

— Fred Rogers



MATT 218



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The Clinical Practices Office

The Clinical Practices Office (CPO) provides teacher residents opportunities to move beyond being students of organized knowledge to becoming teachers who put their acquired knowledge into practice in a classroom setting. The office is responsible for administering and organizing all field placements for initial teacher certification. Experience in the field is an important part of teacher preparation and is vital to help teacher candidates become effective teachers by connecting theory to practice.

The College of Education partners with public school teachers and administrators to provide guided and gradual induction into classroom teaching by working collaboratively with partner schools to provide field-based programs for both undergraduate and post-baccalaureate students seeking initial certification in elementary and secondary levels. Our main goal in the CPO is the success of our teacher candidates in becoming effective educators.

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Glossary of Terms

Term	Definition (TAC Rule §228)
Site coordinator	The UNT employee responsible for facilitating the EC-6 field experience and clinical teaching experiences. The Site coordinator's responsibilities include facilitating open communication among the interns, supervisors, cooperating teachers, and UNT faculty, as well as mediating any concerns or problems during clinical practice.
Clinical Practice Office	UNT office is responsible for coordinating all clinical field experiences related to initial teacher certification.
Cooperating teacher	For a clinical teacher candidate, an educator who is collaboratively assigned by the EPP and campus administrator who supports the candidate during the clinical teaching experience (TAC §228.2.19).
Co-teaching	A practice in which two or more teachers share instructional responsibility for a single group of students to address specific content and related learning objectives through a variety of approaches that best support the students' learning needs (TAC §228.2.20).
Field Supervisor	A currently certified educator, who preferably has advanced credentials, hired by the EPP to observe candidates, monitor their performance, and provide constructive feedback to improve their effectiveness as educators (TAC §228.2.27).
Professional Intervention Plan	A written form initiated by university or district personnel when a teacher candidate displays a lack of progress that documents expectations that must be demonstrated by a teacher candidate to succeed in clinical teaching and be recommended to TEA for certification.
Formal Observations	A field supervisor must conduct at least four 45-minute observations/evaluations. Each formal in-person observation must be at least 45 minutes in duration, must be conducted by the field supervisor and must be on the candidate's site in a face-to-face setting. It must be followed by a post-observation conference within 72 hours of the educational activity (TAC §228.105. (b)(c4).
Residency	Residency--A supervised educator assignment for an entire school year through a partnership between an EPP and a public school accredited by the TEA or other school approved by the TEA for this purpose that may lead to completion of an enhanced standard certificate. (TAC §228.2.44).
Texas Education Agency (TEA)	State Agency external to UNT that issues teaching certificates to eligible completers of UNT's Educator Preparation Program.
TEExES Success Office (TSO)	UNT office responsible for the following tasks: disseminating information about TEExES state certification exams, administering TEExES practice tests to candidates, and documenting and reporting TEExES results.
Watermark	An online learning management system used to collect and store the assessments used to evaluate candidates' knowledge, skills, and dispositions relevant to program standards and objectives, and to collect and store TEA-required documentation.

Teacher Residency Overview

What is Teacher Residency?

- A teacher residency is when a teacher candidate is paired with an experienced and highly effective cooperating teacher for a full school year for clinical teaching. In most cases, residents become district employees and are paid a monthly stipend during the year-long residency.
- Teacher residents work directly with campus faculty and staff and are provided a variety of learning opportunities outside of their university coursework.
- Research shows that teacher residents are better equipped to enter their first year of teaching.
- Participation in a residency program helps reduce the turnover often seen within the first five years of a teacher's career.
- Teacher residents are paid for their program participation, allowing them help in offsetting living experiences during their residency program.

Teacher Residency Objectives

- Observe the role and responsibilities of your cooperating teacher.
- [Co-teach](#) with your cooperating teacher.
- Learn how to create lessons for instruction and assessment of student learning.
- Create and use high quality instructional materials, technology, and other resources for teaching.
- Learn how to create a positive, welcoming, and affirming learning environment for all students.
- Reflect on all evaluations for professional growth.
- Learn how to use and analyze data for instructional purposes.
- Establish professional relationships with fellow teachers, administrators, students, and parents.

Professional Standards

UNT's clinical teaching program is aligned to state and national teaching preparation standards ensuring that teacher residents are prepared to be effective teachers in the classroom.

- [Texas Teacher Standards - Texas Administrative Code §149.1001](#)
- [InTASC Model Core Teaching Standards](#)
- [International Society for Technology in Education \(ISTE\)](#)
- Texas Administrative Code §228.35 [Code of Ethics and Standard Practices for Texas Educators](#)

Watermark

Watermark is UNT's institutional assessment management system used to facilitate collection of academic assessments. All clinical teaching related assessments and documents should be submitted to Watermark by their due date.

Teacher Residency Assignments & Evaluations

Field-Based Experiences & Clinical Teaching Time Log

Students will document their time in the field using the UNT FBE and clinical teaching time log in Watermark. It will be reviewed and approved by their cooperating teacher (who will sign off on each entry) and monitored by the field supervisor. [Please visit this link to view a resource on how to complete your time log in Watermark.](#)

Progress > 088565_EDEE_4101 - CLINICAL TEACHING

088565_EDEE_4101 - CLINICAL TEACHING

ACTIVITIESHOMEPAGELOGPLACEMENT DETAILS

Log

Total Entries (Duration) - 3 (18h 31m)

Approved Entries (Duration) - 2 (10h 16m)

EXPORT TO CSV

NEW LOG ENTRY

DATE AT SITE	PLACEMENT	CATEGORY	CATEGORY TYPE	DURATION	FILES	STATUS	ACTION
07/19/2024	No Site	Small Group Work	None	08h 01m	No Files	APPROVED	07/18/2024 03:11 PM
07/18/2024	CALHOUN MIDDLE (ID: 1424718301)	Assisted with Classroom	Clinical Teaching	02h 15m	No Files	APPROVED	07/18/2024 03:11 PM
07/01/2024	CALHOUN MIDDLE (ID: 1424718301)	Full Class Instruction	None	08h 15m	No Files	PENDING	

Field-Based Experiences Reflection (2 total)

TAC §228.43.3 states that “each field-based experience must include a written reflection of the experience that: *“(A) is guided by the EPP; (B) is unique from the other reflections; (C) includes a detailed reflection of each field-based experience; and (D) identifies educational practices observed and/or experienced.”* For this assignment, you will identify TWO (2) experiences during your field work; relevant to TWO of following critical areas that impact teaching, learning, and professional practice: [The Learner and Learning, Content, Instructional Practice, or Professional Responsibility and Collaboration](#). The experience can be something you observed or something you were involved in. It should be something that you really noted for some reason; an event that was important to you. The experience may have been positive, negative, or somewhere in the middle of those extremes. **You will submit your 2 reflections in Watermark.**

For **each** experience, write a separate reflection using the questions in the “**What? So what? Now what?**” Framework to guide your thinking.

- Describe the experience. (*What was the experience?* How does it relate to [the Learner and Learning, Content, Instructional Practice, or Professional Responsibility and Collaboration](#))
- Explain why it mattered to you as a teacher. (*So what? Analyze and reflect on the meaning of the experience.*)
- Describe how the experience will affect what you will do in your future classroom. (*Now what? How will the experience influence your teaching?*)

Triad meeting (1 meeting in fall + 1 meeting in spring)

Triad meetings are an opportunity for clinical teachers to sit down and reflect on their progress with their field supervisor, cooperating teacher, and site coordinator. The site coordinator will organize and facilitate the meeting using data from candidate informal and formal observations.

Informal Evaluations (3 during fall + 3 during spring)

TAC requires at least four informal observations 15 minutes or more per semester of the clinical teaching assignment. The informal observations include written feedback on targeted skills from the field supervisor. The feedback will be shared with the candidate during the post-observation conference.

POP CYCLE Formal Observations & Evaluations (2 per semester)

Pre-Conference

- Submit your lesson plan to your field supervisor at least 3 days before your scheduled pre-conference.
- Be prepared to discuss with your field supervisor:
 - The scope and sequence– what was taught before, what will be taught after, expected outcomes?
 - Explain the instruction, different instructional and grouping strategies you will use throughout the lesson.
 - Explain the assessment and how it is aligned with the standard/objective
 - Explain how the assessment will be used to check for understanding
 - Differentiation based on student needs/abilities
- Identify what domain of the T-TESS rubric you would like to receive feedback on.
- After the pre-conference, make any necessary edits to your lesson plan (if needed).

Observation

- Select a spot in the classroom for your field supervisor to sit during the observation.
- During the observation, your field supervisor will script what they see and hear during your lesson to use as data during the post-conference.
- After the observation, your field supervisor will score the candidate using the [Texas Teacher Evaluation and Support System \(T-TESS\) rubric](#).

Post-Conference

- Be prepared to discuss with your field supervisor your reflection on the lesson
- Field supervisor will use T-TESS results to:
 - Use questioning strategies to lead the teacher candidate to reflect on the lesson
 - Explicitly name the area of reinforcement and refinement.
 - Identify and share examples of evidence/data to justify their area of refinement and reinforcement.
 - Guide the teacher candidate in naming actionable next steps to sustain the area of reinforcement and refinement.
 - Offer the teacher candidate the chance to pose final questions or requests for additional support or coaching.
- Field supervisor will share their evaluation scores with the candidate and the cooperating teacher.

After the Conference

- Complete next steps provided by your field supervisor in the post-conference

UNT Flexible lesson plan

Successful teachers of all students design meaningful instruction through purposeful planning of teaching. This document serves as a guide for UNT teacher candidates and instructors to craft teaching plans that will support both their class community and learning goals. Teaching plans can follow numerous models which emerge from differing ways of thinking about how to structure teaching and learning experiences. We are providing you with the following models to consider as guides for developing teaching planning (see list below).

Lesson Plan Models

(you will be prompted to make a copy of the document)

- [Art Education Lesson Plan Template](#) (make a copy; requires login)
- [5E Model](#) (make a copy; requires login)
- Inquiry Design Model: [Lesson](#); [Unit](#) (make a copy; requires login)
- [Workshop Model](#) (make a copy; requires login)
- [Hunter Model](#) (make a copy; requires login)
- [Historically Responsive Model](#) (make a copy; requires login)

Teacher Resident Job Description

Teacher residency is a rigorous, yearlong clinical teaching program under the guidance and mentorship of your cooperating teacher, campus administrator, and university faculty. During the entire school year, teacher residents engage in training that allows them the opportunity to practice their skills as a teacher through co-teaching alongside their cooperating teacher. Over the school year, teacher residents will gradually assume greater responsibility in the planning and teaching.

Qualifications

- Enrolled in one of the following programs: EC-6 ESL, EC-6 Bilingual, EC-6 Special Education
- Be on track with the [certification exam schedule](#).
- Must ATTEMPT their EC-6 content and supplemental (ESL, special education, or bilingual) certification exams by December 15, 2024.
- Be on track with your degree plan for fall and spring semester.
- Strong work ethic, reliable, reflective, open to accept and incorporate feedback, and strong belief that all students can succeed.

Working Hours

- Residents will be present during teacher contract hours and dates set by your school district calendar. Candidates will follow district policy regarding personal and sick leave.

Responsibilities

- Co-planning and co-teaching with your cooperating teacher.
- Attend the district's professional development training prior to the start of the school year and throughout the year.
- Participate in all scheduled professional learning communities (PLCs), campus and district meetings, and university classes and seminars.
- Attend PTA meetings, open house, faculty meetings, and all assigned school duty.
- Managing procedures and supervising students during both instructional and non-instructional times.
- Become familiar with school policies and procedures; adhere to all district and campus policies. As a teacher resident, you serve in the same capacity as an "employee" of the district.
- Be punctual; follow the same daily schedule as your cooperating teacher. Report to school at the appointed time and remain on campus until you are excused by your cooperating teacher.
- Maintain your daily time log (in watermark)
- Notify the school office, your cooperating teacher, field supervisor, and site coordinator immediately when you know you will be late or absent. If you are absent, you must fill out

the Absence Log and submit proper documentation.

- Wear appropriate professional attire in compliance with school policy dress code.
- Establish professional relationships with school personnel (administrators, faculty, support staff), students, parents/caregivers, and the community.
- Review and follow the [Code of Ethics for Texas Educators](#).
- Be discreet with any confidential information you are privileged to. Know all FERPA and COPPA laws.
- Observe cell phone etiquette and use that is appropriate to the context (classroom, public areas, teacher workroom, etc.) and aligned with district policies. Your cell phone should be off and out of sight during class unless it is being used for instruction-related purposes.
- Maintain a professional relationship with each student (in schools and online). Using social media in your placement or posting content relating to your placement is prohibited.
- Be prepared. Know your content, have a plan, and teach to the best of your ability every day.

Responsibility to your university field supervisor

- Your UNT field supervisor is your first point of contact if you have concerns related to your placement.
- When you are scheduled to teach, you must have written lesson plans in the expected format approved by your cooperating teacher before teaching. You must use the [UNT Lesson Plan Template](#) for each of your formal T-TESS evaluated observations.
- Notify your university field supervisor and site coordinator immediately when changes occur to your teaching schedule.
- Always be reflective, receptive, and gracious of feedback from your cooperating teacher, school and university faculty, & administrators to improve professional skills.

Assessment, Evaluation, and Grades

- Teacher residents must enroll in two course sections of clinical teaching (6 SCH). Each clinical teaching course is graded as Pass (P) or No Pass (NP). You must pass both sections to be recommended to the TEA for a teaching certificate.
- Submit all assignments, assessments, and required forms before or by the due date to be eligible for credit.
- Final grades are assigned by the UNT field supervisor and based on successful achievement of all goals, objectives, expectations, and completion of all required assignments, assessments, & tasks.
- In accordance with the ruling of the State Board of Educator Preparation for clinical teaching or teacher residency, at the conclusion of your Clinical Teaching, your UNT field supervisor and cooperating teacher/s is/are asked to respond “yes” or “no” to the statement, “I would recommend this teacher resident for certification”, and they will provide evidence to support their recommendation.

Teacher Resident Evaluations and Activities

Evaluations are in Watermark and due throughout the semester.

Teacher Residency Evaluations and Activities	Due Date
FALL 2024	
• Field-Based Experiences Reflection #1	8/21
• Field-Based Experiences Reflection #2	8/28
• Informal Observation #1 (post-conference meeting)	8/30
• FBE time log due	8/30
• POP cycle T-TESS evaluation #1 (lesson plan, pre-conference, and post-conference)	9/13
• Informal Observation #2 (post-conference meeting)	10/18
• POP cycle T-TESS evaluation #2 (lesson plan, pre-conference, and post-conference)	11/8
• Informal Observation #3 (post-conference meeting)	12/6
• Participate in a triad meeting #1	12/16
SPRING 2025	
• Informal Observation #4 (post-conference meeting)	1/24
• POP cycle T-TESS evaluation #3 (lesson plan, pre-conference, and post-conference)	2/21
• Informal Observation #5 (post-conference meeting)	3/6
• Informal Evaluation #6 (post-conference meeting)	3/28
• POP cycle T-TESS evaluation #4 (lesson plan, pre-conference, and post-conference)	4/25
• Teacher Residency Time Log	5/9
• Participate in a triad meeting #2	5/16

Cooperating Teacher Roles and Responsibilities

The cooperating teacher plays an important role in preparing the teacher resident by providing the best experience possible. The cooperating teacher's role is to provide opportunities for the teacher to learn through practice and reflection. To qualify as a cooperating teacher, the cooperating teacher must be an "accomplished educator as shown by student learning" (19TAC Chapter §228.93), hold a valid Texas Teaching Certificate in the same area/level as the resident teacher, and have at least three years of teaching experience.

Cooperating teachers must also be trained by the UNT educator preparation program (EPP) and therefore, will be asked to complete coaching, mentoring, and co-teaching training provided by the EPP. Once the cooperating teacher's information has been sent to the UNT Clinical Practice Office, we will reach out to you informing you of the day and time for the state mandated training.

The following are suggestions that will help create a meaningful experience for teacher residents:

- Prepare the students in the classroom to receive the teacher resident as a professional co-teacher.
- Prepare a workspace for the teacher resident with a desk, chair, curriculum guides, daily schedule, and teaching materials (if possible).
- Review policies (reporting student tardiness, absences, etc.), community building, classroom expectations, routines, and the curriculum with the teacher resident.
- Adopt a [co-teaching model](#) with the teacher resident.
- Introduce the teacher resident to colleagues and school personnel.
- Provide gradual induction to teaching by modeling appropriate planning and teaching, explaining the purpose, & sharing the philosophy behind classroom management and building classroom communities.
- Informally assess teacher resident progress and offer constructive feedback continuously.
- Document and inform the field supervisor or site coordinator of any lack of professionalism or unsatisfactory progress in classroom instruction and management.

Cooperating Teacher Evaluation and Activities

Evaluations are in Watermark and due throughout the semester.

Teacher Residency Evaluations and Activities	Due Date
FALL 2024	
<ul style="list-style-type: none">• UNT Teacher Residency Host mentor/coaching/co-teaching training (click here for zoom link)	August 29, 2024 4:00-5:30 pm
<ul style="list-style-type: none">• Review and approve FBE time log	8/31
<ul style="list-style-type: none">• Participate in triad meeting #1	12/16
SPRING 2025	
<ul style="list-style-type: none">• Summative evaluation (final T-TESS, no observation) with recommendation	5/5-5/9
<ul style="list-style-type: none">• Review and approve teacher candidate time record	5/9
<ul style="list-style-type: none">• Participate in triad meeting #2	5/16

Field Supervisor Roles and Responsibilities

The university field supervisor acts as a liaison between the school district and the UNT clinical practice office. Their main role is to provide guidance and support for the teacher resident and cooperating teacher. Moreover, they are responsible for ensuring clarity of expectations during clinical teaching for both the resident teacher and cooperating teacher.

They serve as the instructor of record for the clinical teaching of internship courses, assigns the final grade of P/NP, and makes a final recommendation for certification at the end of the semester. The field supervisor has the following responsibilities.

- Communicates regularly with teacher residents.
- Explain teacher residency requirements to cooperating teachers.
- Observes, assess, and evaluate teacher residents at least four times (full POP cycle) with 4 additional informal evaluations over the course of the school year (2 full POP cycle evaluations + 3 informal evaluations in fall, 2 full POP cycle evaluations + 3 informal evaluations in spring). Provide campus administrators with a copy of teacher residents' evaluations.
- Communicate regularly with cooperating teachers to provide information, answer questions, and discuss the progress of the teacher resident.
- Provides teacher resident constructive written feedback on observations.
- Provides teacher residents with a "Professional Intervention Plan" if they see areas where additional support is needed.
- Document any program and/or school infractions; document lack of professionalism or cooperation and unsatisfactory progress in classroom instruction and management.
- Guide teacher resident in the completion of all required assessments.
- Assign final grade for teacher resident.

Responsibilities to the UNT Clinical Practice Office

- Visit <http://my.unt.edu> to verify attendance, approve, and submit the **UNT Audit Roll (usually the 12th class day)**.
- Timely complete all required forms, assessments, and formal/informal evaluations.
- If there is no progress between the first and second Formal Evaluations, discuss with the Director of Clinical Practice about placing the student on a Professional Intervention Plan.
- Continue professional development through attendance and participation in supervisor meetings each semester.
- Visit <http://my.unt.edu> to complete, approve, and submit final grades for your teacher residents before or by the deadline.

Evaluations are in Watermark and due throughout the semester.

Teacher Residency Evaluations and Activities	Due Date
FALL 2024	
• Check off on Field-Based Experiences Reflection #1	8/21
• Check off on Field-Based Experiences Reflection #2	8/28
• Informal Observation #1 (observation, complete the informal observation form, + post-conference meeting)	8/30
• Monitor time log	Throughout the semester
• POP cycle T-TESS evaluation #1 (lesson plan, pre-conference, and post-conference)	9/13
• Informal Observation #2 (observation, complete the informal observation form, + post-conference meeting)	10/18
• POP cycle T-TESS evaluation #2 (lesson plan, pre-conference, and post-conference)	11/8
• Informal Observation #3 (observation, complete the informal observation form, + post-conference meeting)	12/6
• Participate in a triad meeting #1	12/16
SPRING 2025	
• Informal Observation #4 (observation, complete the informal observation form, + post-conference meeting)	1/24
• POP cycle T-TESS evaluation #3 (lesson plan, pre-conference, and post-conference)	2/21
• Informal Observation #5 (observation, complete the informal observation form, + post-conference meeting)	3/6
• Informal Evaluation #6 (observation, complete the informal observation form, + post-conference meeting)	3/28
• POP cycle T-TESS evaluation #4 (lesson plan, pre-conference, and post-conference)	4/25
• Summative evaluation (final T-TESS, no observation) with recommendation	5/5-5/9
• Participate in a triad meeting #2	5/16

Site Coordinator Role and Responsibilities

Like the university field supervisor, the site coordinator acts as a liaison between the cooperating teacher, the teacher resident, and the UNT clinical practice office. A Site Coordinator is a UNT faculty member who evaluates teacher residents and teaches some of their UNT courses. The site coordinator (who will also serve as a field supervisor for some cohort members) will conduct walkthrough observations, formal observations, and will coach teacher residents. Their main role is to provide guidance and support for the teacher resident and cooperating teacher. This support is in the form of hosting seminars throughout the semester tailored to the needs of the cohort as well as hosting triad meetings to discuss candidate progress.

Site coordinators are embedded within the school district and will build relationships with administrators and cohort mentor teachers. They will also help plan and facilitate data-driven, quarterly mentor training and quarterly governance meetings.

The site coordinator has the following responsibilities.

- Communicates regularly with teacher residents and cooperating teachers to provide information, answer questions, and discuss the progress of the teacher resident.
- **Conducts two triad meetings** (one at the end of each semester) between the field supervisor, teacher resident, and cooperating teacher to discuss student progress. They will review all teacher resident evaluations to facilitate a meeting to review and reflect on the teacher resident's progress and how the team can best support the candidate.
- Is responsible for gathering data from the cooperating teacher and field supervisor to discuss candidate proficiency on T-TESS domains.
- Works with the field supervisor to provide teacher residents with a "Professional Intervention Plan" if they see areas where additional support is needed.
- Monitors attendance of teacher residents.
- Documents any program and/or school infractions, document lack of professionalism and cooperation.

Co-Teaching and Progression

Co-teaching is defined as two teachers (the cooperating teacher and the teacher resident) working together with groups of students and sharing the planning, organization, delivery, and assessment of instruction ([Bacharach, Heck, & Dank, 2012](#)). Research shows that there is an increase in academic achievement associated with co-teaching. Moreover, teacher residents who participate in a co-teaching environment during their clinical teaching report feeling more confident and better prepared when they have their own classrooms.

Co-teaching allows cooperating teachers to model good teaching techniques for teacher residents and to work with them to understand the complexities of the teaching profession. A critical element to the success of clinical teaching is how the students view the teacher resident. In co-teaching, the cooperating teacher will introduce the resident teacher as co-teachers rather than student teachers. Cooperating teachers will also incorporate the teacher resident into the classroom routines and instructions from the first day of school. Throughout the school year, the two teachers will work together to collaborate, lesson plan, teach, and assess students. During co-planning times, the cooperating teacher and teacher resident will determine which co-teaching strategies are most useful to assist in student learning throughout the school day. (See table below.)

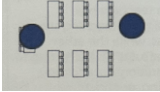
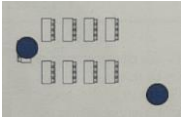


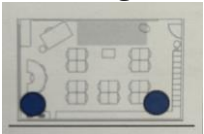
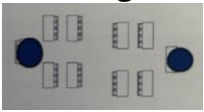
Over the semester, the teacher candidate will assume more responsibility in the teaching, planning, and assessment of students. All co-teaching teacher residents must have opportunities to solo teach to ensure they have the ability to meet the needs and challenges of their future students ([Bacharach, Heck, & Dank, 2012](#))¹.

¹ See Bacharach, N., Heck, T. W., & Dahlberg, K. (2010). Changing the face of student teaching through coteaching. *Action in teacher education*, 32(1), 3-14.

Co-Teaching Models

*Cooperating teacher= CT

*Teacher Resident= TR

Co-Teaching Model	Description	Looks Like... Sounds Like...
One Teach, One Assist 	One of the teachers has the primary responsibility for teaching, while the other teacher circulates around the room and supports students during the lesson.	CT: Discussion of "Art All Around Us" and sharing visual examples of kids' drawings from around the world. TR: Circulates to students who need support, helps elicit student responses, and provides stems for responding to questions.
One Teach, One Observe 	One teacher is responsible for teaching, while the other observes the lesson for specific data. The teachers analyze the data after the lesson. The teachers regularly switch roles.	CT: Leads discussion of p. 101 students were assigned to read. TR: Observe and record teacher questions and student responses... not the types of questions that the teacher and students asked.
Team Teaching 	Both teachers deliver instruction to the whole class. The teachers have equal roles in the lesson delivery.	CT & TC: Introduce WWII CT: Lead discussion of the impact of the US joining the war and its effect on the world. TR: Lead discussion of the impact of US joining the war and the effect it had on the US.
Station Teaching 	The students and content are divided into groups/stations. Both teachers take responsibility for different stations. Stations can be facilitated, independently, or taught by a teacher.	CT: Leads group 1 in creating a pattern using traced items. TR: Leads group 2 in touring the school and using digital cameras to capture pictures of patterns Independent: Group 3 uses foam pieces to create patterns.
Alternative Teaching 	One of the teachers has responsibility for teaching the whole class, while the other teacher instructs a small group to provide additional scaffolding, pre-teaching, or enrichment.	CT: Complete a spelling activity with the whole group. TR: Works with small group on a spelling activity with K, S, A, M, L, & T ----- CT: Uses short clips from a movie to provide more instruction and support on how to write the conclusion of an essay. TR: Works with a small group to revise and edit their essay conclusions.
Parallel Teaching 	The students are divided into two groups. Each teacher is responsible for one of the groups and simultaneously teaches the same content.	CT & TR are teaching the same lesson on comparing similar stories using a Venn diagram, but they have split the class based on a pre-test on comparing and contrasting.

*Information adapted from US PREP and Co-Teaching Connection-Resources. (2007). Retrieved May 09, 2016, from <http://marilynfriend.com/approaches.html>

UNT single placement suggested pacing guide

Note: This is a suggestion. It can be altered to meet individual needs.

Weeks	Co-Teaching Strategies	Minimum Teacher Candidate responsibilities
1-4	<ul style="list-style-type: none">• One Teach, One Assist• One Teach, One Observe• Alternative Teaching	<ul style="list-style-type: none">• Assume partial responsibility for leading classroom routines (such as attendance, bell ringer, dismissal)• Co-plan and lead small group activities
5-9	<ul style="list-style-type: none">• Co-teaching strategies above as well as• Station Teaching• Parallel Teaching• Team Teaching	<ul style="list-style-type: none">• Co-plan and lead in <u>one</u> subject area or class period
10-15	<ul style="list-style-type: none">• Any co-teaching strategy appropriate for the subject area or classroom setting	<ul style="list-style-type: none">• Co-plan and lead in <u>two</u> subject areas or class periods
16-20	<ul style="list-style-type: none">• Any co-teaching strategy appropriate for the subject area or classroom setting	<ul style="list-style-type: none">• Co-plan and lead in <u>three</u> subject areas or class periods
21-25	<ul style="list-style-type: none">• Any co-teaching strategy appropriate for the subject area or classroom setting	<ul style="list-style-type: none">• Co-plan and lead in <u>all</u> subject areas or class periods
26-30 and beyond	<ul style="list-style-type: none">• Any co-teaching strategy appropriate for the subject area or classroom setting	<ul style="list-style-type: none">• The teacher resident will continue to take on responsibilities while gradually releasing the class back to the cooperating teacher.• As appropriate, allow the teacher resident to observe in other settings and participate as the cooperating teacher sees fit.

UNT two placement suggested pacing guide

Week(s)	Co-Teaching Strategies	Minimum Teacher Candidate responsibilities
ROTATION #1		
1-3	<ul style="list-style-type: none"> One Teach, One Assist One Teach, One Observe Alternative Teaching 	Assume partial responsibility for leading classroom routines (such as attendance, bell ringer, dismissal). Co-plan and lead small group activities
4-5	Co-teaching strategies above as well as <ul style="list-style-type: none"> Station Teaching Parallel Teaching Team Teaching 	Co-plan and lead in <u>one</u> subject area or class period
6-8	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>two</u> subject areas or class periods
9-11	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>three</u> subject areas or class periods
12-14	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>all</u> subject areas or class periods
15-16	Any co-teaching strategy appropriate for the subject area or classroom setting	The teacher resident will continue to take on responsibilities while gradually releasing the class back to the cooperating teacher.
ROTATION #2		
17-19	<ul style="list-style-type: none"> One Teach, One Assist One Teach, One Observe Alternative Teaching 	Assume partial responsibility for leading classroom routines (such as attendance, bell ringer, dismissal). Co-plan and lead small group activities
20-21	Co-teaching strategies above as well as <ul style="list-style-type: none"> Station Teaching Parallel Teaching Team Teaching 	Co-plan and lead in <u>one</u> subject area or class period
22-24	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>two</u> subject areas or class periods
25-27	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>three</u> subject areas or class periods
28-30	Any co-teaching strategy appropriate for the subject area or classroom setting	Co-plan and lead in <u>all</u> subject areas or class periods
31 and beyond	Any co-teaching strategy appropriate for the subject area or classroom setting	The teacher resident will continue to take on responsibilities while gradually releasing the class back to the cooperating teacher. As appropriate, allow the teacher resident to observe in other settings and participate as the cooperating teacher sees it.

Teacher Residency Attendance Policy

Texas Administrative Code §228.67 requires a minimum number of hours the teacher resident must be in the classroom to be recommended to the Texas Education Agency for certification. A full day is defined as 100% of the district- designated school day (instructional time with students). This typically consists of one classroom placement for the complete school year or two placements (one placement for fall and a second for spring), depending on the requirements of the candidate's certification plan. For this reason, it is required for teacher residents to maintain an accurate time record which will be reviewed by your cooperating teacher and submitted to the UNT Educator Preparation Office via Watermark at the end of the semester.

The teacher residency program is an all-day assignment and teacher residents are expected to keep the same daily schedule as the cooperating teacher, including duty, arrival, and dismissal as defined by the assigned district/campus. Teacher residents are expected to be in their placement from the formal start to the formal end date of clinical teaching as established by the Clinical Practice Office. Per Texas Administrative Code §228.67(a), teacher residents **must have a minimum of 490 hours in their placements over the course of two semesters**. Teacher Residents must arrive before or by the designated time every day of the clinical teaching experience and remain for 100% of the school day. Teacher Residents must be in attendance for the full semester of the Teacher Residency Program. They are also expected to attend separate non-instructional days, **but they cannot count towards your clinical teaching requirements**. These days include full day professional development days. However, early release days where the second half of the day is professional development can count-- you would only count the hours you were with students during the first half of the day. Unfortunately, parent teacher conferences that take place on teacher workdays, band competitions, or school sponsored festivals/events cannot count towards your 490 hours.

Students will observe the holiday schedule of the district, not the holiday schedule of the university. Leaving the school campus during the school day is not permitted without prior approval from your UNT field supervisor and cooperating teacher.

ABSENCES

If the teacher resident must be absent for one or more days during the school year, the candidate must complete a Notification of Absence Form (found in watermark).

Documentation from a medical professional is required for all health-related absences of 2 or more consecutive days. If students do not have a medical provider, they can visit the [UNT Student Health and Wellness Center](#) to schedule an appointment with a medical professional when they are ill and submit that documentation with their Notification of Absence Form. According to TAC, the EPP can reduce the total number of clinical teaching hours to 455 hours “if the candidate is absent from the clinical teaching assignment due to a **documented** instance of parental leave, military leave, illness, or bereavement” TAC §228.67. (b).

When you are absent from your placement, you must contact your cooperating teacher, field supervisor, and the school office as soon as you know you will be absent, no later than the beginning of the school day which will be missed.

Excessive absences may result in having to repeat clinical teaching, earning a failing grade for clinical teaching, and/or being dismissed from clinical teaching/the UNT Educator Preparation Program.

Program Benchmark Requirements

Student progress is monitored throughout the program to ensure that students possess the requisite knowledge, skills, and dispositions necessary to be successful as a teacher. Students who are not progressing in academic or other professional requirements will consult with their field supervisor, site coordinator, and the Director of Clinical Practices to identify a plan for achieving success in the program.

PERFORMANCE ASSESSMENTS				
Program Benchmark	Performance Expectation	Proactive Supports	Impact of not completing/ passing performance gate	Impact of not meeting additional supports/ guidance or coaching
T-TESS #2	Teacher Residents must average at least a 2 ("developing") on all 4 domains	Additional coaching	Failure to achieve this standard will result in a Professional Intervention Plan.	Failure to respond to coaching support may result in moving to tier II on the Professional Intervention Plan.
T-TESS #3	Teacher Residents must average at least a 2.5 ("developing" and "proficient") on all 4 domains	Additional POP cycle and coaching	Failure to achieve this standard will result in a Professional Intervention Plan and the completion of an additional POP Cycle.	Failure to respond to coaching support by averaging at least "developing" and "proficient" on all 4 domains on the second pop cycle may result in a clinical teacher not being recommended for certification.
T-TESS #4	Teacher Residents must average a 3 ("proficient") on all 4 domains	Additional POP cycle and coaching	Failure to achieve this standard will result in a Professional Intervention Plan and the completion of an additional POP Cycle. Possibility of failing clinical teaching	Failure to average "proficient" on all 4 domains will result in a clinical teacher not being recommended for certification.

UNT EPP Stages of Intervention

Any clinical teacher not consistently performing at the appropriate professional or academic level will be offered assistance and support through their university field supervisor and cadre coordinator in the form of a Professional Intervention Plan. The clinical teacher, cadre coordinator, and field supervisor should work collaboratively and be involved in the stages of intervention. Part of learning is being given an opportunity to work out the solution to correct one's own mistakes without overreacting.

Infractions of school, district, university, or Texas Education Agency policies/guidelines or applicable laws may warrant the skipping of certain stages of intervention.

Stage One Intervention

- The first step should be to meet privately with the candidate to address the issue honestly.
- Be specific about naming the observed behavior/s and explaining your concerns about how the behavior may/does impact the clinical teacher's potential to be successful.
- Listen to understand the clinical teacher's perspective.
 - Suggest solutions and specific steps, strategies, behaviors they can take to improve.
 - Follow up to discuss progress.
 - Document the concerns, suggestions made, observed progress, and submit to the Director of Clinical Practices.

Stage Two Intervention: Professional Intervention Plan

- If problems persist, a written Professional Intervention Plan should be completed. If a Professional Intervention Plan is warranted, contact the UNT Director of Clinical Practice to initiate and implement the Professional Intervention Plan.
- Once the Professional Intervention Plan is complete, the Director of Clinical Practice will schedule a meeting with the candidate to review the Professional Intervention Plan and obtain necessary signatures. The Director will meet again with the candidate on the designated date/s to review progress.

Stage Three Intervention: Probation Contract

- A Probation Contract cannot be initiated or implemented without the involvement of the Director of Clinical Practice.

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- In situations where no resolution to issues is reached, and/or the clinical teacher fails to respond to the Professional Intervention Plan, a Probation Contract may be required. The university supervisor/cadre coordinator or student may request that the Director of Clinical Practice conduct an observation and evaluation of the candidate before the final decision to put them on probation. A conference of all parties will follow.
 - When the clinical teacher is placed on a probation contract, the clinical teacher will meet with the Director of Clinical Practice and the Associate Dean for Educator Preparation to discuss possible options. Options are considered on a case-by-case basis. Some options that may be considered include the following:
 - a. Withdrawal from clinical teaching, with the option to reapply for clinical teaching.
 - b. Withdrawal from clinical teaching, with the decision to transfer to another college within the University to pursue a different degree. (Withdrawal will be allowed only if it is prior to the end of the drop date for the semester.)
 - c. Termination of clinical teaching with a failing grade.
 - If a student is dismissed from a school campus or district, they will automatically be placed on a probationary contract and removed from clinical teaching for the semester or terminated from the program (depending upon circumstances of their dismissal).

Stage Four Intervention: Suspension of or Termination from Clinical Practice

The Clinical Teaching program is a cooperative relationship between the University of North Texas, cooperating school districts, cooperating teachers, and the clinical teacher. The expected outcome of clinical teaching is that the clinical teacher demonstrates the expected knowledge, skills, and dispositions required to be recommended for certification. Occasionally, there are circumstances that warrant the termination of the clinical teaching experience. Termination may be initiated by the clinical teacher, the school district, or the University of North Texas. When such action is deemed necessary, reasons may include, but are not limited to any of the following:

1. Mutual consent and agreement for termination by the clinical teacher, cooperating teacher, and/or university supervisor for reasons of illness, injury, or other unforeseen factors.
2. Failure by the clinical teacher to demonstrate/provide required evidence of potential for success as a teacher.

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3. Failure by the clinical teacher to abide by the policies of: [*The Code of Ethics and Standard Practices for Texas Educators*](#), the Texas Education Agency, the State Board for Educator Certification, the University of North Texas, the cooperating school, and/or the cooperating school district.
 4. Unprofessional conduct towards the host school faculty/administration, and/or students/parents, or UNT faculty and staff.
 5. Failure by the clinical teacher to abide by UNT's Student Academic Integrity policy [06.003 Student Academic Integrity.pdf](#)

The final decision to terminate a clinical teacher is the responsibility of the Associate Dean for Educator Preparation, in consultation with the Dean of the College of Education. This decision will be based upon documentation from the school principal, cooperating teacher, district human resources, university supervisor, cadre coordinator, and/or the clinical teacher. If the clinical teacher is to be terminated from the Clinical Teaching assignment, they will be given a letter stating the decision, the reasons for the termination, and whether an opportunity to reapply for clinical teaching later will be permitted. If a student is removed for reasons other than self-initiated termination of participation in clinical practice, they will automatically receive a grade of "NP" (No Pass) for one or both clinical teaching courses. A candidate may or may not be permitted to repeat a failed course.

CHANGE OF STATUS/GRADUATE NON-CERTIFIED

If a candidate decides to continue in the program without seeking teacher certification, they need to meet with their academic advisor to discuss the possibility of graduating non-certified. After you speak with your advisor, you need to reach out to the Clinical Practices Office (COE-ClinicalPractice@unt.edu) and schedule a meeting with the Director of Clinical Experiences to discuss your options and to fill out a change of status agreement form.

Overall Expectations for teacher resident

- Collaborate and plan with your cooperating teacher. Set a weekly time to plan and debrief with them on a regular basis.
- Communicate regularly with your field supervisor and site coordinator and attend all meetings and scheduled class meetings.
- Follow all handbook expectations, guidelines, and professionalism requirements for the university, the school district, and the Texas Education Agency.
- Complete all required assignments and evaluations.
- Prepare your lesson plans and submit them to your field supervisor 3 days before your scheduled pre-conference.
- Be prepared, on time, and ready to teach and learn each day.
- Notify your cooperating teacher, field supervisor, and submit an absence form prior to any planned or unplanned absence (and upload documentation, if required).
- Check your UNT email address regularly and respond to emails and requests promptly.
- Keep up with your certification test schedule and reach out to the [UNT TExES Success Office](#) if you have any questions.

Other Expectations and Policies

PERSONAL LIABILITY INSURANCE REQUIREMENT

Per Texas Education Code – Section 22.0511, teacher candidates must provide proof of liability insurance for a minimum amount of \$500,000 per incident to be allowed to begin clinical teaching. You may not report to your campus until you have shown proof of insurance. Cost-free professional liability insurance is available with a free student teacher membership in the [Association of Texas Professional Educators](#) or membership with the [Texas State Teachers Association](#). Once you become a member, please be sure you send that proof of liability insurance to our clinical practices office (COE-ClinicalPractice@unt.edu). You may also use other vendors to purchase this insurance; however, you must show proof of insurance prior to being allowed to begin clinical student teaching or internship.

CORPORAL PUNISHMENT

If the board of trustees of an independent school district adopts a policy under Section 37.001(a)(8) of the Texas Administrative Code under which corporal punishment is permitted as a method of student discipline, a district-employed educator may use corporal punishment to discipline a student, unless the student's parent or guardian or other person having lawful control over the student has previously provided a written, signed statement prohibiting the use of corporal punishment as a method of student discipline. However, **UNT teacher residents may not under any circumstances, administer corporal punishment.**

CONDUCT REGARDING SOCIAL INTERACTIONS WITH STUDENTS

Teacher residents and Internship candidates must recognize their position as a responsible adult and role model for all students. Teacher residents are held to the same standards of behavior regarding social interactions as certified teachers (see [TAC chapter 247](#)). The educator shall maintain appropriate professional educator-student relationships and boundaries based on a reasonably prudent educator standard. It is not appropriate to be present in non-school related contexts with students. It is also not appropriate to be present in school-related, non-classroom or school-based activities (field trips, etc.) without the presence of the cooperating teacher or other appropriate certified district personnel. The educator shall refrain from inappropriate communication with a student or minor including electronic communication such as cell phone, text messaging, email, instant messaging, blogging, or other social network communication.

CERTIFICATION EXAM SCHEDULE

For the university to recommend a clinical teacher for certification, clinical teachers must pass all their certification exams. Please reach out to the UNT [TExES Success Office \(coe-tso@unt.edu\)](mailto:coe-tso@unt.edu) for certification exam questions/support.

	BLOCK A	BLOCK B	ATTEMPT by 12/15/24	BLOCK C
ESL	Practice exams for: TExES Core Subjects EC-6 (391) TExES ESL Supplemental (154)	Practice exams for: TExES Science of Teaching Reading (293) TExES PPR EC-12 (160)	Real exams: TExES Core Subjects EC- 6 (391) TExES ESL Supplemental (154)	Real exams: TExES Science of Teaching Reading (293) TExES PPR EC-12 (160)
Bilingual	Practice exams for: TExES Core Subjects EC-6 (391) TExES Bilingual Supplemental (164) TExES BTLPT (190)	Practice exams for: TExES Science of Teaching Reading (293) TExES PPR EC-12 (160)	Real exams: TExES Core Subjects EC- 6 (391) TExES Bilingual Supplemental (164)	Real exams: TExES BTLPT (190) TExES Science of Teaching Reading (293) TExES PPR EC-12 (160)
SPED	Practice exams for: TExES Core Subjects EC-6 (391) TExES Special Education EC-12 (161)	Practice exams for: TExES Science of Teaching Reading (293) TExES PPR EC-12 (160)	Real exams: TExES Core Subjects EC- 6 (391) TExES Special Education EC-12 (161)	Real exams: TExES Science of Teaching Reading (293) TExES PPR EC-12 (160)

TEACHER RESIDENTS ACTING AS SUBSTITUTES

UNT teacher residents are NOT permitted to act as paid or unpaid substitute teachers.

EMPLOYMENT DURING CLINICAL TEACHING

A teacher resident may not have outside employment **during the official school hours** adopted by their placement district.

CAREER FAIRS

The UNT/TWU Education Career Fair or a career fair is a wonderful networking opportunity for residency students and an event we encourage you to attend. In Fall semesters, the career fair is at TWU. In Spring semesters, the career fair is at UNT. Check the Career Center website for exact dates/times. If you plan to attend a career fair, you must notify your university supervisor and your cooperating teacher in advance. Consult the UNT Career Center website, <https://careercenter.unt.edu> for specific details.

TAKING OF ADDITIONAL COURSES

Additional coursework beyond what is required during clinical teaching is not allowed without prior approval from the [COE Admissions, Review, and Retention Committee](#) and/or the Associate Dean for Educator Preparation.

UNT General Policies

RELIGIOUS HOLY DAYS

In accordance with UNT Policy, a student may be excused from attending classes or other activities, including examinations, for observance of a religious holy day, including travel for that purpose. The clinical teacher should make every effort to notify their university supervisor of anticipated absence to observe religious holy days as early in the semester as possible. An excused student may not be penalized for the absence and must be allowed to complete any examination or assignment missed during the absence within a reasonable period after the absence.

ACCOMMODATION AND ACCESS

ADA Accommodation Statement. UNT makes reasonable academic accommodation for students with disabilities. Students seeking accommodation must first register with the [Office of Disability Access \(ODA\)](#) to verify their eligibility. If a disability is verified, the ODA will provide a student with an accommodation letter to be delivered to faculty to begin a private discussion regarding one's specific course needs. Students may request accommodations at any time; however, ODA notices of accommodation should be provided as early as possible in the semester to avoid any delay in implementation. Note that students must obtain a new letter of accommodation for every semester and must meet with each faculty member prior to implementation in each class. The Office of Disability Access is in Sage Hall, 1167 Union Circle Suite 167, Ph. 940.565.4323. Copies of the College of Education ADA Compliance Document are available in the Dean's Office,

Matthews Hall 117. Dr. Angie Cartwright, Interim Department Chair, Teacher Education and Administration (TE&A) is the contact person in TE&A.

PROHIBITION OF SEXUAL MISCONDUCT, INCLUDING SEXUAL HARASSMENT, SEXUAL ASSAULT, SEXUAL COERCION, SEXUAL EXPLOITATION, DATING VIOLENCE, DOMESTIC VIOLENCE, STALKING, FAILURE TO REPORT, AND RETALIATION

It is the policy of the University of North Texas to maintain a safe and respectful work and educational environment that is free from sex discrimination, sexual harassment, sexual assault, sexual coercion, sexual exploitation, dating violence, domestic violence, and stalking and allows all individuals to fully participate in the benefits and privileges the University has to offer. Therefore, in accordance with federal and state law, the University prohibits discrimination on the basis of sex and prohibits sexual misconduct (including sexual harassment, sexual assault, sexual coercion, sexual exploitation, dating violence, domestic violence, and stalking) at any of its locations, programs, or other associated Activities. See full policy here: <https://policy.unt.edu/policy/16-005>

SEXUAL ASSAULT PREVENTION RESOURCES

UNT is committed to providing a safe learning environment free of all forms of sexual misconduct. Federal laws and UNT policies prohibit discrimination on the basis of sex as well as sexual misconduct. If you or someone you know is experiencing sexual harassment, relationship violence, stalking and/or sexual assault, there are campus resources available to provide support and assistance. The Survivor Advocates can be reached at SurvivorAdvocate@unt.edu or by calling the Dean of Students Office at 940-565-2648.

UNT CODE OF STUDENT CONDUCT

Policy Statement. The University of North Texas is deeply committed to advancing educational excellence and preparing students to become thoughtful, engaged citizens of a diverse, global community. The University has established the Code of Student Conduct to promote the well-being, honor and dignity of all who live, learn, and work in our educational community.

Application of Policy. The Code of Student Conduct (“the Code”) applies to all students and to conduct that occurs on– campus, at university activities, and off-campus when the conduct could adversely affect the University community, the pursuit of the University’s educational mission, or could create a hostile environment for a student on campus. The

Dean of Students (DOS) will decide whether the Code will apply to student off-campus conduct on a case-by-case basis.

Students are responsible for their conduct from the time of application for admission to the University through the award of a degree. The Code continues to apply even if a student withdraws from the University during the conduct process or is not otherwise enrolled. Applicants also are responsible for their conduct prior to admission or re-enrollment. Sanctions for violation of the UNT Code of Student Conduct include a warning, suspension, and expulsion from the university. See full policy here:

<https://policy.unt.edu/policy/07-012>

CHEATING, PLAGIARISM, AND FORGERY POLICY

The UNT Code of Student Conduct provides penalties for misconduct by students, including academic dishonesty. Academic dishonesty includes cheating and plagiarism. The term “cheating” includes, but is not limited to, (1) use of any unauthorized assistance in taking quizzes, tests, or examinations; (2) dependence upon the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out other assignments; and (3) the acquisition, without permission, of tests or academic material belonging to a faculty or staff member of the university. The term “Plagiarism” means use of another’s thoughts or words without proper attribution in any academic exercise, regardless of the student’s intent, including but not limited to the use of the published or unpublished work of another person, by paraphrase or direct quotation, without full and clear acknowledgement. It also includes the unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials. The term “forgery” means intentionally falsifying or altering a score, grade, or official academic University record or the signature of another. The following academic penalties and sanctions for misconduct may be assessed upon determination that academic dishonesty has occurred: A. Admonition. B. Assignment of Educational Coursework. C. Partial or No Credit for an Assignment or Assessment. D. Course Failure. E. Probation Extending for Up to Two (2) Long Semesters. F. Suspension for Up to One Year. G. Expulsion from the University. H. Revocation of Degree. In addition, the case will be referred to the Dean of Students for appropriate disciplinary action. Procedures delineated in the [UNT Policy on Academic Integrity](#) will be followed in response to any violations.

The Student Perceptions of Teaching (SPOT) is a requirement for all organized classes at UNT. This brief survey will be made available at the end of the semester. It provides a chance to comment on the effectiveness of the university supervisor. The College of Education is very interested in the feedback it gets from students, as we work to continually improve instruction. The SPOT is an important part of your participation in the clinical teaching class.

UNT CARE TEAM: [CARE Team](#)

The mission of the CARE Team is to:

- Assist in protecting the health, safety, and welfare of the students and members of the UNT community.
- Support student success.
- Provide a comprehensive response to students whose behavior could be harmful to themselves or others.

The CARE Team is one of several resources available to the campus community to address these concerns. To refer a student to the CARE Team, please go to report.unt.edu. After submitting a report, a UNT staff member will reach out to the student within the next business day. A crisis or emergency involving a UNT student should be reported to the UNT Police Department by calling 911 or (940) 565-3000. If you ever have any questions or concerns, don't hesitate to contact us at CAREteam@unt.edu or (940) 565-4373.

STUDENT SUPPORT AND RESOURCES

- [Food Pantry](#)
- [UNT Survivor Advocate](#)
- [Military Activation of Enrolled Students](#)
- [Pregnant & Parenting Students](#)
- [Early Alert Response System](#)
- [Student Complaints](#)
- [Student Death](#)
- [Temporary Illness](#)
- [Homelessness and Housing insecurity](#)
- [Mean Green Gowns for Grads](#)

APPENDIX

- [Texas Teacher Evaluation and Support System \(T-TESS\) rubric](#)
- [Watermark Student Resources](#)